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| ***Teacher:***  *Howell* | | ***Subject:***  *English Language Arts, College Prep* | | | | | ***Grade:***  *9* |
| ***Learning Goals*** | | | | | | | |
| ***Standards SCELA/Common Core*** | Rl.LCS.9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.  RI.LCS.12.2: Determine the significance of the author’s use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.  W.MCC.2.1.c: Organize complex ideas, concepts, and information to make connections and distinctions | | | | | | |
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| ***Benchmark(s)*** | Students will identify tone by citing textual evidence in poems and short stories by Edgar Allan Poe  Students will identify poetic devices and rhyme schemes that contribute to the emotion of 2 of Poe’s poems  Students will learn some biographical information about Poe and relate how his experiences contributed to his writing style. | | | | | | |
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| ***Indicator(s)*** | Students will identify at least 6 different words or phrases in Poe’s “The Tell-Tale Heart” that contribute to the overall tone of the short story    Students will identify at least 6 different rhyme schemes/writing devices used in “The Raven” and “Annabel Lee” that contribute to the emotions of the poems  Students will make the connection between some major events in Poe’s life and how they effected his writing in a 2-paragraph description | | | | | | |
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| ***What will students know and be able to do at the end of the lesson?***  TSWBAT list some poems and short stories written by Edgar Allan Poe  TSWBAT make the connection between some major events in Poe’s lifetime and how these events contributed to his style of writing    TSWBAT identify rhyme schemes and writing devices in “The Raven” and “Annabel Lee” and discuss how it contributes to the emotions of the poems  TSWBAT identify tone in some of Poe’s works by citing textual evidence. | | | | | | | |
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| ***Student Background Knowledge and Experience*** | | | | | | | |
| ***Student prior knowledge and skills:***  Knowledge of writing devices and rhyme schemes | | | | ***Accommodations for Diversity (if applicable):*** | | | |
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| ***Instructional Procedures*** | | | | | | | |
| ***Content Summary (concepts and essential understandings):***  Students will use the works of Edgar Allan Poe to be able to identify emotions and tone. Students will also have practice making connections between and author’s life and works of that author. | | | | | | | |
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| ***Teaching Methods:***  Lecture, Discussion, and Writing | | | | | | | |
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| ***Student Grouping:***  Whole class, partner work, & independent work | | | ***Interdisciplinary Strategies:***  History | | | ***Reading Strategies:***  Audio reading of a text and student silent reading of provided handouts/texts | |
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| ***Resources and Materials*** | | | | | | | |
| ***Written Texts:***  Copy of “The Raven” and the “The Tell-Tale Heart” | | | ***Oral Media:***  Audio reading of “The Raven” to be played via the Smartboard. | | ***Visual Media:***  Video of “The Raven” (for audio reading); online copy of “Annabel Lee;” Edpuzzle videos | ***Technology:***  Smartboard technology; Ipads for each student; | |
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| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | |
| ***Opening:***  **5 minutes:**  Attendance, students retrieve Ipads, students write Entrance ticket (What is their favorite scary story; Who is their favorite horror author; Name a famous author associated with the gruesome and macabre; etc.). | | | | | | | |
| ***Main Activities:***  **12 minutes**  Watch a video of a reading of Poe’s “The Raven” on Edpuzzle. Class discussion to follow-Do students know who wrote the poem? Have they ever heard of Edgar Allan Poe? Can they name any of his other works? The story is meant to be scary and suspenseful, so how did students feel when listening to the poem?  **10 minutes**  Show EdPuzzle biography video and have students answer questions corresponding to the video. We will go over answers after students answer each one.  **10 minutes**  Students will visit and interact with <http://knowingpoe.thinkport.org/person/poesbalto_play.asp>. This shows a comparison of current day Baltimore versus Baltimore in 1830. Students can observe the difference in the city between the times.  **15 minutes**  Students will view <http://knowingpoe.thinkport.org/person/timeline_play.asp>. Students will learn of some events in Poe’s life, Poe’s literature, Baltimore history, and World history. After looking through the website, students will write two paragraphs making a connection between some of the events in Poe’s life and his writings.  **10 minutes**  Review of major rhyme schemes and writing devices: alliteration, repetition, onomatopoeia, assonance, dissonance, etc. We will discuss tone and how to find some words and phrases that an author uses to enhance the tone of a work.  **10 minutes**  Students will receive a copy of Edgar Allan Poe’s “The Raven.” On their received copy, students will identify various writing devices and rhyme schemes while working with a partner. Students have already listened to the poem, so finding poetic devices should not be difficult. After identifying writing devices, students will identify some words and phrases that contribute to the tone of the poem.  **10 minutes**  “Annabel Lee” will be projected on the Smartboard. Students will then identify various poetry devices and rhyme schemes by marking them on the Smartboard. Students will volunteer to come up to the Smartboard. Once selecting writing devices, we will discuss some words and phrases that contribute to the tone of the poem.  **5 minutes**  Quick discussion: Did students notice any differences or similarities in “The Raven” and “Annabel Lee?” We will discuss any other questions or comments about Poe during this time, if available. | | | | | | | |
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| ***Closing:***  **3 minutes**  Pass out a copy of “The Tell-Tale Heart.” Before the next class, students will be expected to read the story and to summarize the plot. Students should identify some words and phrases that contribute to the overall tone of the story and be prepared to discuss this. | | | | | | | |
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| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | |
| Students will hand in their copy of “The Raven” and “The Tell-Tale Heart” on which the students identify at least 6 instances of emotional effects and tone.  Students will write and turn in a 2 paragraph analysis of Poe’s life and its effects on his writings. | | | | | | | |
| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | |
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| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | |
| *NA* | | | | | | | |
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